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ABSTRACT

The integration of peace education into the English-as-a-Foreign-Language (EFL) and English-as-a-Second-Language (ESL) curriculum is discussed. Peace education is designed to break the negative chain of violence in interpersonal and international relations, and offers learners humanistic approaches to difficult questions that may leave individuals feeling powerless over their lives. Three interconnected areas of peace education are noted: personal peace; peace in the human family; and peace with nature. These three areas are discussed, and approaches to curriculum development to incorporate them are described. Methods for adapting authentic materials for instructional use are also discussed, with specific suggestions for vocabulary enhancement and instruction of young learners. It is proposed that the instructor must have clear objectives and anticipate learner reactions and, optimally, network with other teachers to integrate the topic and critical thinking about it into other subject areas. It is concluded that peace education in the context of EFL/ESL instruction can be effective and dynamic, providing motivation for intercultural communication, a dimension of social consciousness within the curriculum, and potential for interconnecting disciplines and addressing complex issues. A substantial bibliography and a list of instructional materials and resources are appended. (MSE)

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ED 375 610

USING THE LANGUAGE OF JUSTICE AND PEACE: INTEGRATING PEACE EDUCATION INTO EFL CURRICULUM.

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INTRODUCTION

Peace education is not limited only to the topic of war and peace. Wenden (1991) states: "Comprehensive peace education is a response to the violence that pervades our relationships with one another and with the natural world. It seeks to bring to light the values that underlie the social systems that maintain relationships of violence and to consider more cooperative alternatives." In this article we will explore in greater detail the meaning of this statement and provide the reader with examples of methodological approaches for integrating peace education into the EFL/ESL curriculum.

RATIONAL FOR BEGINNING PEACE EDUCATION

The rising attitudes of racism, lack of corporate responsibility toward the environment and individual health of citizens, indifference for the needs of the mentally and physically impaired, just economic order and the desire for conflict resolution to internal and international problems that does not use force has presented the need for incorporating social responsibility within the L_2 curriculum.

Language learners throughout the world face enormous cultural transformations as old orders change and economic development shifts from emphasizing the Third World to that of the former communist block countries. These changes often cause reactionary responses to the new and uncertain conditions and the social changes they bring. As seen in the inter-ethnic conflicts in ex-Yugoslavia and the numerous small scale civil wars occurring in the former Soviet Union, Asia, and Africa. In the US, these conflicts are reflected in the gang violence which is becoming a daily occurrence in cities and towns.

Will our students be able to deal with these issues (racism, unjust distribution of wealth, prejudice, environmental degradation, etc.) using strategies that require cross-cultural communication (most probably using L_2) because these issues cross international boundaries and need international corporation? Will they be aware of the cultural similarities/commonalties that draw us together as human beings? Will they be able to resolve conflict using cooperation and mutual respect?

The effects of the nuclear age on American children was pointed in *Psychology Today* (Yudkin, 1984). It shows that children as young as five are aware of the major issues related to peace education and our survival. Children display their fear and worry about nuclear war and environmental destruction through nightmares of nuclear destruction, art depicting death, low motivation and hyper activity. These behavior patterns continue and, in some cases, worsen as the children grow older leading to an apparent feeling of hopelessness in the face of global needs and a secondary feeling of uselessness on a personal level. Young people feel they are not able to offer solutions to solve the situation and are fearful of social change because they have never encountered positive social change.

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I believe that peace education, an active collaborative process by which the learners begin to take responsibility for dealing with the problems they face using the tools of cooperation, tolerance and communication, (Drew, 1987) offers the learner the possibility of responding to the issues of survival and human enrichment. Peace education allows learners to make positive contributions not only to the local community but to the broader international community as well by promoting cross-cultural communication and understanding. It is for this reason that instructors of L_2 have a vital role to play in promoting, organizing and practicing peace education in our classrooms.

INTEGRATING PEACE EDUCATION: ITS THREE ASPECTS

What peace education tries to do is break the negative chain of violence and offer learners humanistic approaches to difficult questions which do not leave them feeling like they have no power over their lives.

Peace education includes three interconnected areas: Personal peace, peace with the human family, and peace with nature.

Personal peace includes the three aspects of human existence: peace in the body (psychosomatic harmony), peace in the heart (liberation from attachments/ materialism, anger and hate), and peace in the mind (ethical consciousness and a sense of global responsibility).

Peace in the human family includes the aspects of economic security, political security (participatory democracy), respect and promotion of human rights, peaceful resolution of conflict, and justice as a balance of rights and duties.

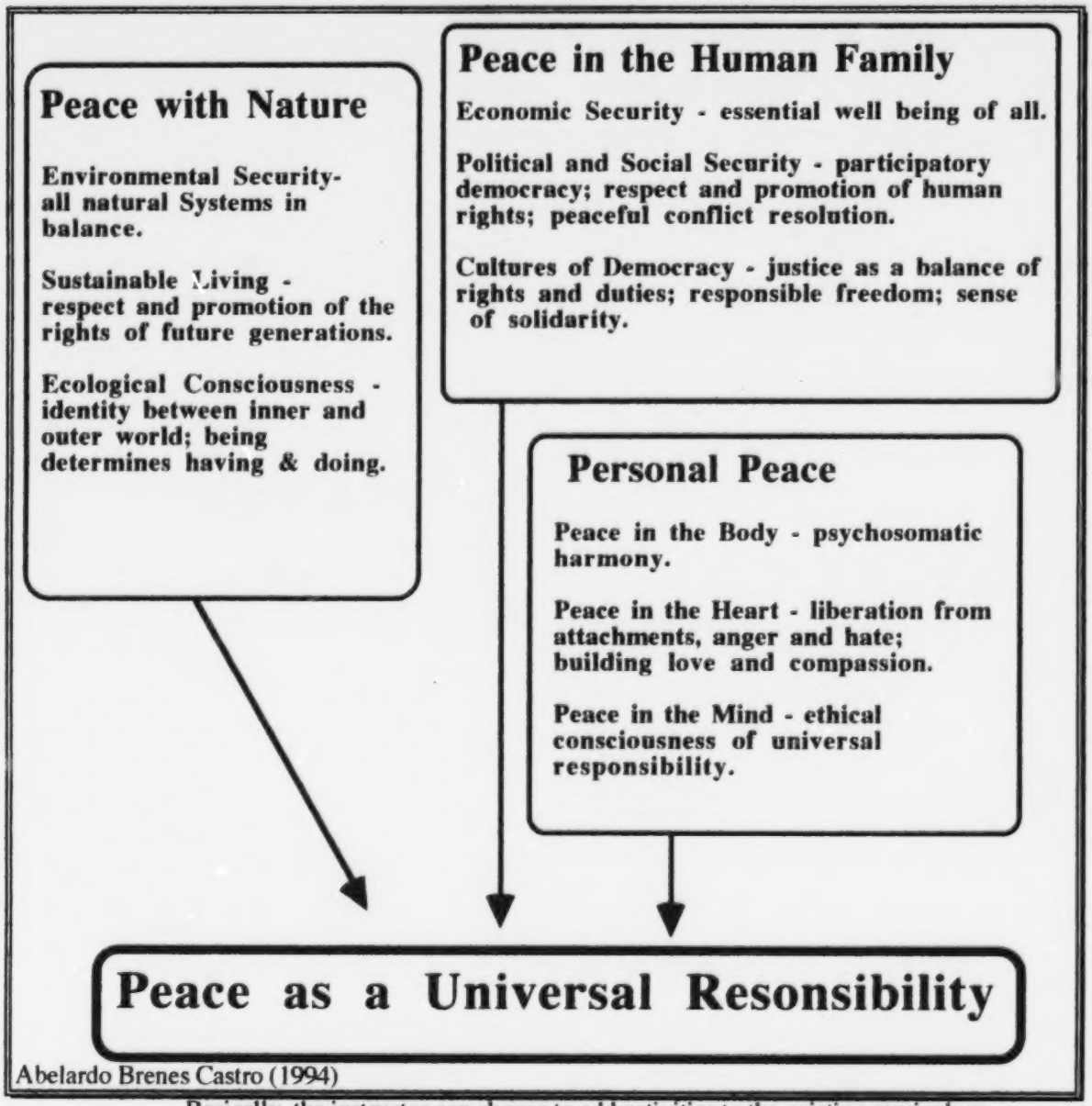
Peace with nature takes us into the realms of environmental security, sustainable development and ecological consciousness.

Such a program is difficult for one teacher to address alone. This is why I encourage teachers to team teach and work through an interdisciplinary approach to language learning bringing into the process the teachers of history, science, geography, religion, health, sociology and philosophy.

In facing the issues of Peace Education, I personally use the criteria set forth by the American writer/teacher/counsellor Starhawk (Mirian Simmons) in her book *Dreaming the Dark:* "immanence" and "estrangement." Immanence is the awareness of the world and everything in it as alive, dynamic, interdependent, and interacting. Opposing this thought is estrangement; the feeling, more or less prevalent today, of domination, isolation and separation. We live our lives feeling powerless and inauthentic. Some educators refer to this as the "disses". Youth are disinterested, disrespectful, disorganized, distasteful, disinteracted, despiteful, dysfunctional, etc.

Immanence is the foundation of my criteria for looking at issues, analyzing them and seeing how they relate to each other. For example, is there a relationship between corporate dumping of toxic waste and litter? Between wasting food and famine? If immanence controls our world vision, then the relationships are obvious; if corporate responsibility towards the environment is one of care and respect, individual responsibility for actions take on the same characteristics. Teaching respect for food and how to eat a balanced diet connects with world famine and affirmative steps for facing it. No longer does the pessimism of estrangement and the "disses" have to control our way of thinking.

Before beginning any attempt at Peace Education, the instructor will need to prepare materials and have objectives thought out. The objectives should not become dictatorial in their use and should be flexible enough to meet the changing needs of the learners. The methodological approaches can be explored in Reardon (1988), Drew (1987), or by adapting models for multicultural education present in Banks (1988, 1986, 1991, 1993) and Renner (1994).


Peace with Nature
Environmental Security- all natural Systems in balance.
Sustainable Living - respect and promotion of the rights of future generations.
Ecological Consciousness - identity between inner and outer world; being determines having & doing.
Peace in the Human Family
Economic Security - essential well being of all.
Political and Social Security - participatory democracy; respect and promotion of human rights; peaceful conflict resolution.
Cultures of Democracy - justice as a balance of rights and duties; responsible freedom; sense of solidarity.
Personal Peace
Peace in the Body - psychosomatic harmony.
Peace in the Heart - liberation from attachments, anger and hate; building love and compassion.
Peace in the Mind - ethical consciousness of universal responsibility.
Peace as a Universal Resonsibility
Abelardo Brenes Castro (1994)

Basically, the instructor can choose to add activities to the existing curriculum through a Contributions Approach in which an article is read, a video, tape or discussion game is used in connection with a holiday or event. This is the easiest for instructors who do not have time to rewrite syllabus. For example: *I Have a Dream* is read on or around Martin Luther King Day; ecology is added in April for Earth Day; activities concerning human rights are added to syllabus in December for Human Rights Day, etc. This approach allows the instructor to show how individuals or groups have contributed or are contributing to our world and offers the learners basic information in addition to contacts for individual follow-up.

The Additive Approach is a little more complicated. Using the existing curriculum, the instructor prepares an addendum to it on a specific question or group of questions. These are included with the standard curriculum and do very little to change the overall approach in teaching.

The Transformative Approach changes how syllabus is presented in the classroom. Attention is paid to the content of course books from the points of view of direct and overt racism, sexism, cultural superiority, violence (in both verbal and nonverbal interactions), and real-life skill development of conflict resolution, persuasion, and consensus building. There are currently very few course textbooks which reflect all this. What I and teachers working with me have found, is that we must write syllabus to meet these objectives.

Examples of Activities Connected with reading *I Have a Dream* by Martin Luther King.

Preparation activities:

Take out your journals and make an entry in which you describe what is your current feelings toward people whose skin is a different color than yours? Where did these feeling have their origins in your thinking? Did they come from experience, by conditioning through reading, TV, or other mass media means? What are the opinions of your family? Are they diffferent from yours or similar and in what ways?

Research Project:

Martin Luther King is one of the leaders of the human rights movement in this centry. He was assassinated in 1968. Go to a library or refer to an encylopeda at home or school and read some background information about this man and his interesting life as a marker of change. Include in your research his basic philosophy of life and the goals he strived to achieve.

Finally, the most complicated model, but the richest in terms of student autonomy, is the Social Action Approach. In this approach, syllabus is completely designed by learner - instructor interaction. Students choose a group of questions they want to study. Then through independent study and application of the four language skills, they work at resolving the various aspects of the problems posed in each question. This requires a good deal of work on the part of the language instructor who must prepare a variety of activities, evaluate for content and language acquisition, provide resources and support for the students in their study, and be able to draw it all together in the end. I have personally found this approach the most rewarding.

Approaches can be mixed and matched to reflect student interest and time availability on the part of the instructor. I have found from experience that the Contributions Approach works well with beginner level students, but aspects of the social action approach can also be applied. For example: through letter or post card writing students can take action to express their opinions about a specific question. Likewise, the Social Action Approach is good at upper levels where the instructor is encouraging learner autonomy and independent learning. {For more on learner autonomy see: Wenden (1981, 1983, 1985, 1986, 1988), Livdahl(1991), and Darling-Hammond(1992)}

ADAPTING AUTHENTIC MATERIALS

As deducted from the approaches above, in EFL/ESL instruction using peace education for its content base, the language instructor will rely on authentic materials in a whole language approach. Almost any issue of *Time* or *Newsweek* contains articles on the environment, health, violent conflict, crime or human rights. These articles can be used but may pose several problems when we think in terms of using them with non-native speakers of L_2 because they are designed for L_1 readers with a high school reading level and use vocabulary that is rather specific and limited to the issue being covered.

CHOOSING:

When I began integrating peace education into my L_2 lesson plans, I did not have any particular program in mind. I was usually motivated by some current event which presented itself or in a question my language learners expressed some interest. I soon learned that while the students reacted positively to these lessons, they did not make the connection that the activities had interrelated topics.

As a result of this experience, I have developed a program that I follow for the academic year in which chosen themes are timetabled in a pattern that reinforces the interconnectedness of peace education. The choices of topics I make depend greatly on my local situation and they change depending on the cultural and civic education of the student population. In Naples, for example, I find a great need in educating around themes on ecology, human rights, multicultural understanding, the changing roles of men and women and AIDS education.

Authentic materials for these themes have presented problems in the areas of adaptability, vocabulary and the ability of adolescent readers to critically think about what they are ingesting.

SOLUTIONS:

1. Alternative Authentic Materials.

While "news" publications are designed for adult readers, often network organizations like the World Wildlife Fund, Oxfam, War Resisters League, etc., have materials for elementary and secondary schools students. I find these reading levels to work well with elementary and intermediate level L_2 learners and are easier to use than rewriting an authentic text in simpler language. In preparing to integrate peace education, the instructor should contact some network organizations (a list is provided at the end of this article). Many give copies of materials at minimum or no cost and give permission for reproduction when asked.

2. Vocabulary.

Peace education offers the L_2 learner an enriching but not necessarily easy vocabulary. Material selection should repeated and reinforced vocabulary. In preparing materials, I set up a vocabulary timetable in which I write the target vocabulary and use this as my guide in preparing other materials that enable the learners to use the newly acquired vocabulary in oral and written communication activities.

For each reading passage I prepare a study list of vocabulary that include group work with mono-lingual dictionaries, synonymous, and related word groups. For example, when working with the problem of garbage, the related words of *trash, junk, waste, file-13, toss, pitch, litter,* and *throw away* can all be explored. The students acquire a more complexed vocabulary that enables them to connect with other words like

Sample Vocab Card

What's a synonym for:

-oppression

-to prohibit

-registeration

Learners are given a stack of cards which ask them to come up with definitions, antonyms, synonyms, or to rate the words they have studied.

junk-bond, waste can/ trash can, throw-away society, etc. In one particular case a student came in to my classroom and said: "My science teacher ***trashed*** me today. He interrogated me and gave me a 2." (Italian grades are one to ten; ten being the highest.) This speech act closely simulate that of native speaker.

I often ask the learners to rate the words from bad to worse or to indicate the level of register. This enables them to begin to acquire a sense of subtlety in the L_2 and gives them a base for critical evaluation in vocabulary choice and use.

Vocabulary Application through Writing.
Exercise Example:
Because there are so many new words in this passage on Amnesty International, choose words from the vocabulary list and write a short paragraph using the words you chose. This is a free writing exercise, you choose the topic.

Write your entry in your writing jounal. If you do not have a writing journal, **use the back side of this page to write on.**
When you return to class, share yourwritng piece with some of your classmates.

Encourage students not to waste paper

3. Young Learners.
If materials from various network organizations are gathered for younger learners in a L_2 setting, they will still be designed for native speakers. Hence, the learner needs to be capable of inferring, analyzing and understanding the presented material. Stewart and Stoller (1990) and Neilsen (1989) point out the importance of this dimension to reading: critical thinking, which is the heart of peace education. In young students, critical thinking will have to be encouraged not only in the L_2 classroom but in their other subjects as well, if peace education is going to take root in their interactions with each other and older persons.

In general I have found that the reading skill has an important role to play in peace education and if L_2 learning is to be successful in bridging the gap between different cultures and points of view, reading will have to be encouraged and developed in order to reap the benefits that peace education offers.

From my work experience, I believe that if real social change is going to take place for a more tolerant and peaceful world order, it will begin in the enabling of young learners to think critically about their world. Adult and university aged learners have already lost a great deal of their ability to think critically as a result of the educational process which require that learners conform to "norms" that no one is responsible for creating, but everyone must follow. The current educational system in place in industralized countries does very little to encourage learners to think critically, if anything it encourages passivity and punishes those which question its structure and objectives. Young learners need to be encouraged to use their imaginations. When we devalue imagination, we lose as a society. By encouraging young learners to use their imaginations, we are able to reduce the abstract nature of subjects and bring out their interconnectedness. Thus giving young learners a holistic education in which they can begin envisioning new ways of relationships and human goals and encouraging them to have a sense of the future which is positive and not over-run by estrangement.

SOME THOUGHTS BEFORE GETTING STARTED.

My particular setting is in adult education in Italy. My students age differ greatly with the youngest being 14. I think that most of the things I present in this section could be used with middle and high school L_2 learners. All of them have been used with adult learners in university, language school and private courses using whole language teaching methodology.

The instructor will first need evaluate what issues should be presented. I never use locally specific issues which can cause divisions within the learning group (or upset parents). In choosing a topic, I do so by reflecting on the questions the topic raises and then select articles and resources that present the questions. By reflecting on questions, the language instructor encourages the learners to ask questions and find answers, rather than just studying topics without understanding the causes.

Where I cannot rewrite the syllabus, I look for materials which can be used together with the material presented in the course book {Contributions Approach}, evaluating them for content, structures and vocabulary. If the material cannot be integrated or substituted for existing course material, I organize a reading journal {Additive Approach}. This is a collection of four to eight reading passages with inquiry questions, comprehension questions, vocabulary activities, and written responses which the learners use to share orally in class their reactions to what they have studied. I give it to the course participants as a home-study activity. The objectives of this journal are to expose the learners to additional information that is not possible to cover in the limited class time that is occupied by other curriculum.

In time tabling the journal I plan a lesson in which the learners compare their answers and discuss their opinions in small groups. The lesson plan has as its main objective the use of the target vocabulary in an open discussion setting in which the control of the learning process is taken over by the learners. The reading comprehension questions are formulated so that the learners are required to give a personal evaluation of the subject matter, thereby expressing opinions about what was read rather than retelling specific facts.

Examples:

Global warming, the increase of the Earth's average temperature, would cause what results to your way of life?

In a reading on human rights abuses toward women. *The report we read talks about women begin considered property by men. In your interactions with people on a daily basis, do you ever feel like you are considered "second class" because you are a woman? Why do men call out obscenities to women on the streets of Naples? Can it be changed? How?*

In your reading about smog, it was repeatedly pointed out that we need to change how we use fossil fuels and in particular our cars. Have you even proposed a change in your life or your family's life that someone said "no" to? What were your feelings and reactions? If you proposed the changes presented about using cars, what would your family's reactions be? Why?

By using this type of question, the discussion quickly moves from comparing answers to open discussions between learners which can bring out related issues. The contents of a reading passage or video are not necessarily the ends in themselves but are more often the means by which the learners use the skills of communication to reach a deeper understanding of their own abilities.

SOME THINGS THAT WORKED: EXAMPLES OF HUMAN RIGHTS EDUCATION, ENVIRONMENTAL EDUCATION AND AIDS EDUCATION.

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HUMAN RIGHTS EDUCATION:

An activity that provided for a stimulating class was an activity in formal letter writing connected with an article on Amnesty International (*Time*, Oct. 17, 1988). I used this article the first time in an upper-intermediate general English course and have used it successfully with lower intermediates and advanced levels. In the original course I had included the AI article as an alternative to the reading passage in the course book. The students were given a worksheet on which I included vocabulary study and reading comprehension questions to complete outside of class.

In class we quickly discussed in an open group setting the topics presented in the article. After which I passed out copies of the UN Declaration of Human Rights (in both English and Italian). I had designed three sets of skim/scan questions on the rights of free expression of thought, rights concerning work, rights concerning political/religious participation. While the students were skimming/scanning the UNDHR to find the answers, I put up on the blackboard an outline of a formal letter in which request discourse made up the body. When the students had finished skimming the Declaration I presented the structure and gave them the task of writing a letter using this formal style to the proper authorities for one of the AI prisoners of the month. (Each month the AI national section include three cases of prisioners AI has desided are prisioners of conscience in their appeal for support. These cases change as I am informed by the local chapter of new prisoners who need letters. The students have prior knowledge of this AI activity from the article.)

The students' response to this activity was very positive, even if we had to first discuss the usefulness of writing letters and get beyond the students distrust of the political system. This reflects the above "disses." Young people believe their actions will make no difference. Peace education gives them a sense that they can and do effect change.

I follow this activity with a two part lesson. Amnesty International has a group of speakers available to schools to promote the work of AI. The first half of the lesson, one of these speakers comes and shares stories about AI successes and the learners can engage the speaker in getting information about the conditions of human rights around the world. After this, the students have a peer group writing conference in which the students actively engaged in critiquing each other's written work. These letters are then revised and sent to the addresses which AI provided. Letter writing was repeated for the issue of the Tropical Rainforest's destruction in another reading based activity in which the students took over the learning process, dividing themselves into various groups which prepared different letters for the various governments, organizations and corporations that they were encouraged to write in the reading material.

ENVIRONMENTAL EDUCATION: USING STEGER AND BOWERMASTER'S *SAVING THE EARTH: A CITIZENS GUIDE TO ENVIRONMENTAL ACTION.*

Will Steger and Jon Bowermaster have written one a very good resource for bringing environmental education into the classroom setting. Each chapter provides the possibility of in-depth reading on the topic presented as well as a more condensed story board which gets across the main ideas in fairly simple, direct language. I have used the story board on "Garbage" with high-level beginners (120 hours general English study), explaining unknown vocabulary and allowing L_1 for discussion.

What is great about this book, is it offers a list of simple things people can do to help solve some of the everyday environmental problems. In Naples, where the vast majority of cars have only one occupant, the unit on "Smog" provided for exploring why people do not make better use of public transportation, the effect of smog on our health

and historical building, as well as the economic cost to individuals, families and country. (Italy has no petrol reserves and must import all the gas we consume.)

In addition to this book, I have connected the contents with the tape *50 Simple Things You Can Do to Save the Earth*. This is a book-on-tape provides information gap listening activities which reinforce information, vocabulary and structure presented in the story boards of Steger and Bowermaster's book.

Connecting the environment with story exchanges between students in Italy and other countries has also provided a means by which the students can use their English for real discourse possibilities and information exchanges. In the summer of 1990, a group of my students from the medical faculty participated in a WWF summer camp in which they used English daily with Germans, Swedes and Danes. Because they had had the opportunity to study environmental topics, they were more prepare for the topics of daily discussion. Instead of taking about the weather, they were able to carry on discussions about some of the medical complications of environmental degradation with the other participants. Thus making the L_2 personal and enriching.

For young learners, Duane Allan Dorn has prepared *English through Nature* especially for this age group in an EFL setting. Teachers working with me in Italy have used it with absolute beginners in Italian middle school, (US 7th grade). They have reported that the students interest in the environment and questions related to solving some of the daily problems the students face: i.e. litter, smog, and noise pollution, get the students motivate more than using the pre-selected textbook.

Some Thoughts about Videos.

Some videos deliver a great quantity of information in a short period of time which can be hard to understand and integrate on the part of the viewers. Developing viewing guides to use with the videos has proven the most effective way of presenting information, linking it with other issues and reinforcing vocabulary. In particular, I include vocabulary, general information about content and sponsoring organization, and some previewing tasks such as collecting L_1 articles and information on the topic. I pass out the guide to the learners two or three lessons prior to using the video in order to give the students time to become familiar with the topic. This helps build up the learner's knowledge base and to conceptualize ideas that are often very technical in the L_2.

When I first began to use video I thought I could use it as the information base from which to develop discussions. In an upper-level discussion course I presented the videos as an introduction to various sections of a ten-week program. Each video was followed with a reading packet and an outline of practical things the course participants could do to respond to the information given. I found the majority of videos produced are rather "apocalyptic" view of the topic because they are designed to present the bleakest picture in order to motivate the (often American) viewer to get involved. This only reinforces the before mentioned sense of helplessness in viewers. From that experience I changed the approach I use with video and now use it as a concluding activity which includes activities that enable the viewers to discharge any negativism and offers follow up or "enabling" activities.

From the guides I have the learners make predictions about what the contents of the video. As we view, I stop and give the viewers the opportunity to write short summaries about what they have seen thus far or to ask for clarification. After viewing, the learners write responses to what they have seen including the reactions, feelings, and pointing out any particular part of the video which they feel was too negative and why. These writing responses are then shared in small groups in which a summary of the groups feelings is arrived at through discussion and then shared with the larger group.

AIDS EDUCATION:

One of the most pressing of all issues in the peace education curriculum is the issues and moral questions connected with the AIDS crisis. Not only does the language instructor need to educate against the general ignorance about how one gets or passes on the disease, but also the related questions of prejudice, health care rights, death and dying, protecting the privacy of individuals, housing rights, sex education and sexism will need to be touched on.

The video ***Common Threads*** (The Names Project Foundation) has given some of the best reactions to this very difficult topic. In an upper-intermediate (+/- 320 hours of study) general English course, I developed a follow up activity to the video connecting the imaginative conditional, which the class had previously studied, to a writing activity where the learners described a quilt they would make, if a person close to them died. The writing pieces I received for this activity were among the most moving I have ever read. The writing brought about personal investment in the topic and an internalization of the feelings presented in the video. Student reactions to this activity at first were negative because the topic of death was involved. However, the students had a couple days in which to prepare their writing pieces and when they returned to class their negative apprehension had given away to feelings of appreciation and in general a more compassionate understanding of the AIDS crisis. In a lower-intermediate course, I showed three segments of the film connected to an AIDS prevention reading. After which the students drew, colored, and pasted their quilts together and orally described them to the class, explaining specific meanings to the designs they had made.

EMPOWERMENT: ENABLING LEARNERS TO RESPOND

Empowering learners to respond is very important if peace education is going to be successful. It might require that a guest speaker be brought in from a related organization to offer the learner the possibility of responding through direct action. If the instructor does not have the ability to organize guest speakers or field trips, simply supplying addresses and phone numbers of network organizations allows the learners the liberty to decide how they want to respond. There are a wide variety of books available that offer many practical ways of responding to the issues of ecology, environmental protection, health, consumerism and human rights. These types of books should be available to the learners so that they can discover ways of personally making a difference and thus internalizing the issue and the language used during the learning process.

Empowerment also means supporting the people who make life changing decisions. I have found that my role has changed as I have invested more and more time in bringing peace education into my classrooms. I have had some students who have joined the International Civil Service or chosen to be conscientious objectors to the mandatory national service. When a person takes such a step, the instructor has a responsibility to make sure he/she has the contacts needed and a support structure of like minded people to help sustain this decision.

Empowerment also affects how the instructor teaches. The instructor's role is to give the learners the tools needed to become self-directed learners, not only in the L_2 but also in the broader idea of education. The instructor must also be open to compromise and change within her classroom as the student's ability to think critically is expanded. Learners must be given the opportunity to have a voice in planning curriculum and take an active role in the learning process. Not all learners will request this, but those who do have the right to it.

SUMMARY

In summary, the instructor, before beginning a peace education process, must have clear objectives in mind and be able to anticipate learner reactions. In addition, in a state school setting, networking between teachers of other subjects (i.e., civics, science, economics, health, and history) should be explored so that the chosen peace education topic and the questions it bring forth can be included in the other subjects. Thereby giving the learners the opportunity to think critically about opposing points of view as well as being given the possibility to study the topic from a variety of perspectives that enlarge constructive response action possibilities.

Peace education in the context of the L_2 classroom is both effective and dynamic. It offers the EFL learner the possibility to use the L_2 to communicate the needs of not only the local setting but engage in communication with the global community. It adds a dimension of social consciousness to the curriculum that allows for interconnecting with other subjects to foster critical thinking and analysis of current issues in the nuclear age. Thus students do not feel overcome with helplessness in dealing with the complex issues of human survival.

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MATERIALS AND RESOURCE LIST

The following organizations, books, audio visual resources and magazines, offer educators resource material which can be adapted for the L_2 classroom. These materials are usually available at minimum cost and permission is given for reproduction upon request. I would suggest the you state in any letters of request for materials that the resources will be used in the L_2 classroom. All prices are listed in United States dollars.

Ecology:

IUCN Publications Division (WWF), World Conservation Center, Avenue Du Mont-Blanc, 1196 Gland, Switzerland
Environmental Education About the Rain Forest ($6.00 book) by Klaus Berkmuller, *Conservation* (video), and other educational materials.

Educational Department, Marine World Africa USA, Marine World Parkway, Vallejo, CA 94589. Teacher's Guide: *Rainforests--Kids for Conservation*, A 14-page booklet geared for grades K - 12 with interesting facts, maps, activities, flashcards, glossary and list of organizations. Good for elementary level language learners.

CREATING OUR FUTURE, 398 North Ferndale, Mill Valley, CA 94941. Student Action Group Manual: *Creating Our Future Manual*. This book was created by American students for high school students to use in organizing themselves. Available for $3.00.

***Connect*, 7, place de Fontenoy, 75700 Paris, France.** *Connect*, UNESCO-UNEP Environmental Education Newsletter, published in English, French, Spanish, Russian, Arabic and Chinese, is sent free of charge. It is full of information about resources, books, and regional meetings sponsored by the United Nations.

***English Through Nature*,** by Duane Allan Dorn is a new resource book for ESL/EFL teachers of beginning to intermediate level children. It includes a cassette with

nature chants, sounds and songs. Cost $10.00. Available from: **George Hwang, Horisen International Corporation, 6, Lane 86, Yi-Tung Road, 70104 Tainan, Taiwan, ROC. Fax: 886-6-2355111.**

World Population and Environment:

AUDUBON, Population Program, 801 Pennsylvania Ave, SE, Suite 301, Washington, DC, 20003. *What Is the Limit?* is a 23-minute video tape presenting the pressing issue of over population and its effect on the world's environment. Cost: $25.00 from: ·

Human Rights:

Amnesty International has published a catalogue of educational materials from AI and non-AI sources. Contact: **Cristina Sganga, Human Rights Education Officer, Amnesty International, International Secretariat, 1 Easton Street, London WC1X8DJ, UK.**

United Nations Centre for Human Rights, Palais des Nations, 8-14 avenue de la Paix, 1211 Geneva 10, Switzerland. *Human Rights Newsletter* is full of information concerning the activities of the UN to promote Human Rights throughout the world. There is no charge for a subscription.

United Nations Department of Public Information, United Nations, New York, NY, has available: *About the United Nations: Human Rights-The Rights of the Child,* available in English, French or Spanish. Produced for Human Right Day (Dec 10th), the video and guide cost $29.95.

Disarmament, Pacifist Activities, Conscientious Objection.

For materials, including children's books that promote alternatives to violence and war, contact:

War Resisters International
55 Dawes Street
London SE171EL UK

or

The War Resisters League
339 Lafayete Street
New York, New York 10012

CCCO 2208 South Street, Philadelphia, PA 19146 or CCCO Western Region Office, P.O. Box 42249 San Francisco, CA 94142. *The Objector: Journal of Draft and Military Information* published by the Central Committee for Conscientious Objection, contains information concerning the draft in the US, rights of military personnel, and counseling for conscientious objection.

Famine, Hunger and Food Supply:

For a large selection of materials contact:

OXFAM America
115 Broadway
Boston, MA 02116

Institute for Food and Development Policy
2588 Mission Street
San Francisco, CA 94110

Bread for the World
207 East 16th St.
New York, NY 10003

Television Awareness Training (TAT):

Media Action Research Center, Inc., 475 Riverside Drive, Suite 1370, New York, NY 10027. TAT offers an alternative to television's message of consumerism as a way of life and offers materials (designed for American TV programming) which increase student's ability to think critically about what is being presented in TV advertising and programming.

AIDS Education:

Probably one of the most pressing needs in peace education today, resources can be easily found at any local AIDS Service Center. **Department of Health and Human Services, Public Health Service, Food and Drug Administration, Office of Public Affairs, 5600 Fishers Lane, Rockville, Maryland, 20857,** has available *Tips on Preventing AIDS* .
The Names Project Foundation, 2362 Market Street, San Francisco, CA 94114. Educating about AIDS no only involves prevention but also tolerance and compassion for People With AIDS. ***Common Threads,*** (video, 79 minutes) presents the AIDS Crisis from the people who have experience it first hand and the motivation behind The Names Project. Cost $25.00.

Racism:

The Council on Interracial Books, CIBC Resource Center, Room 300, 1841 Broadway, New York, NY 10023, have a broad range of filmstrips, videos, student books and teacher resources. **PBS Home Video, 50 N. La Cienega Blvd., Beverly Hills, CA 90211.***We Shall Overcome,* (video, 58 minutes) uses music to present a powerful tribute to the Civil Rights Movement and its effects in other countries like South Africa, Korea, and India.

Audio Visual Resources:

Resolution, Inc., California Newsreel, 630 Natoma Street, San Francisco, CA 94103. A large selection of topics are presented (from South Africa to corporate responsibility, racism and computers) from an alternative point of view, meaning not what the mass media says, are presented by ***California Newsreel, Inc.*** Cost is a problem for non-US residents who cannot rent, but must buy the videos or films wanted. Since ***California Newsreel*** is an alternative to mass media, they do not have many sources of income other than their video/film sales. Topics are covered in depth with opposing points of view presented. Currently they are centering much of their energy on the relationship between labor and management, stressing how labor has been lossing ground to corporate interests.

Educators for Social Responsibility:

Educators for Social Responsibility, 23 Garden Street, Cambridge, MA, 02138. ESR is a national US organization that offers curricula and professional development addressing socially significant controversies of the nuclear age.